STATE OF NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION

Kirsten Baesler, State Superintendent

600 East Boulevard Avenue, Dept. 201

Bismarck, ND 58505-0440

www.dpi.state.nd.us

North Dakota Principal Evaluation Guidelines

October 2014

NOTICE OF NONDISCRIMINATION
North Dakota Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities. For inquiries regarding nondiscrimination policies, please contact:

Robert Marthaller, Assistant Superintendent
ND Department of Public Instruction
600 East Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
Telephone No. 701-328-2267

North Dakota Principal Evaluation Guidelines

Preface: A Statement of State Policy

It is the constitutional and statutory responsibility of the State Superintendent and the North Dakota Department of Public Instruction (NDDPI) to supervise elementary and secondary education students attending North Dakota schools (15.1-02-04). These duties include supervision of the establishment and maintenance of schools, and the advancement of statewide efforts to improve education for all students statewide.

It is the responsibility of the State of North Dakota, to ensure all students are provided high-quality instruction based on challenging state content standards. This instruction must be provided by highly qualified teachers who are supervised by effective principals.

A Focus on Principal Effectiveness

The State of North Dakota ensures that every teacher is highly qualified through the state's teacher licensure provisions. State administrative rules require teachers to be supervised by qualified principals. The state and local school districts place broad supervisory, leadership, and management responsibilities with principals to ensure the proper administration of their appointed schools. North Dakota Century Code (15.1-15) specifies that every public school district shall conduct an appropriate evaluation for each public school principal. Principal performance evaluations provide for the continual improvement of a principal's overall performance and may be used to inform personnel decisions.

It has been practice among North Dakota public schools to administer locally defined principal performance evaluation efforts. This practice has produced a wide variety of principal performance evaluations, which include various reference standards, recording metrics, and narrative formats. The variety of evaluation models has not allowed for a common means of uniformly recording or compiling principal evaluation results in terms of common professional standards or performance levels.

To support the state development of more uniform standards and guidelines for improving local principal performance evaluations the NDDPI established the State ESEA Reauthorization Planning Committee, which consisted of approximately twenty-five separate stakeholder organizations.

The State ESEA Reauthorization Planning Committee formed a separate Subcommittee, titled the Teacher and Principal Evaluation and Support System Subcommittee (TPESS Subcommittee), to develop more uniform principal performance evaluation guidelines. The TPESS Subcommittee's membership consisted of six teachers, six administrators, and four at-large members, including two legislators, a representative from the ND LEAD Center for Educational Leadership, and a higher education representative. The TPESS Subcommittee examined research on principal evaluations, reviewed methods in other states and was provided technical assistance from McREL.

The TPESS Subcommittee conducted its study and drafted work from October 2011 through July 2012. These principal performance evaluation guidelines were forwarded to the State ESEA Reauthorization Planning Committee, which reviewed, and amended them before recommending that the Superintendent of Public Instruction adopt them.

In March 2013, North Dakota withdrew its ESEA waiver application, however DPI, NDCEL, NDSBA, and NDEA recommitted their efforts to support continued TPESS.

In the fall of 2013, DPI reconvened the original TPESS Subcommittee, shifted the evaluation focus from teachers to principals, made the committee a full advisory committee, and renamed it the PTESS committee to designate the shift in focus of their work. Over the course of the 2013-14 school year, the

PTESS committee worked to revise the original guideline documents created in 2012 for the now defunct waiver process. This revision of the document shifted the focus from a federally driven mandate to a state led effort driven by North Dakota education stakeholders and focusing on the best interests of North Dakota students and schools. This revision process has led us to where we are today with evaluation guideline documents that the PTESS committee members and DPI believe will greatly enhance professional education practices in North Dakota. The creation and release of these guidelines, along with the subsequent list of approved, aligned evaluation models will undoubtedly improve the quality of teachers and principals in North Dakota.

NDDPI has also worked to align the new state evaluation system with the statewide accreditation process with AdvancED. The department will have the ability to monitor and evaluate the effectiveness of the new evaluation process through ND state assurances within the AdvancED ASSIST tool and the external evaluation process used for accreditation. The connection of the new evaluation system to the accreditation of all public schools in North Dakota helps to form a uniform system of accountability statewide and helps to ensure the effectiveness all schools.

Our Commitment to our Shared Profession

North Dakotans understand that effective principals are important to students' growth and achievement. As a state, we believe that we must build the capacity of our principals as a way to improve instruction and student achievement. A reliable principal evaluation system across our state will foster continuous improvement among all principals. These guidelines will help local school districts improve the quality, uniformity and reliability of their local principal evaluations.

I wish to extend my personal gratitude to the members of the TPESS Subcommittee and the State ESEA Reauthorization Planning Committee for their diligence, dedication, and professional attention to the study of research-based practice and policy in the development of these guidelines. I now ask that each public school district, administrator, and principal take these guidelines to heart with the commitment to improve our profession and our individual efforts to raise the quality of education across our state.

Kirsten Baesler
State Superintendent

Table of Contents

North Dakota Principal Evaluation Guidelines

Introduction

Processes for evaluating principal leadership performance in K-12 education have received heightened attention in recent years, with policymakers and practitioners focusing efforts on improving teaching and learning through comprehensive evaluation and support systems. The NDDPI provides this document, titled the *North Dakota Principal Evaluation Guidelines* (hereafter, *Guidelines*) to advance statewide expectations of principal evaluation that align with these efforts. The *Guidelines* present overall guidance to local school districts regarding the state's adoption of a uniform, statewide principal performance evaluation system. The provisions of the statewide principal evaluation system become effective when local school districts begin to plan development and implementation activities, as presented within the *Guidelines* and in accordance with the schedule specified in Appendix A.

The *Guidelines* present information important for the adoption and implementation of a district-level principal evaluation system. Sections I-V of the *Guidelines* present information critical to adopting or developing a uniform statewide system that encourages local expression and flexibility. This information includes the following:
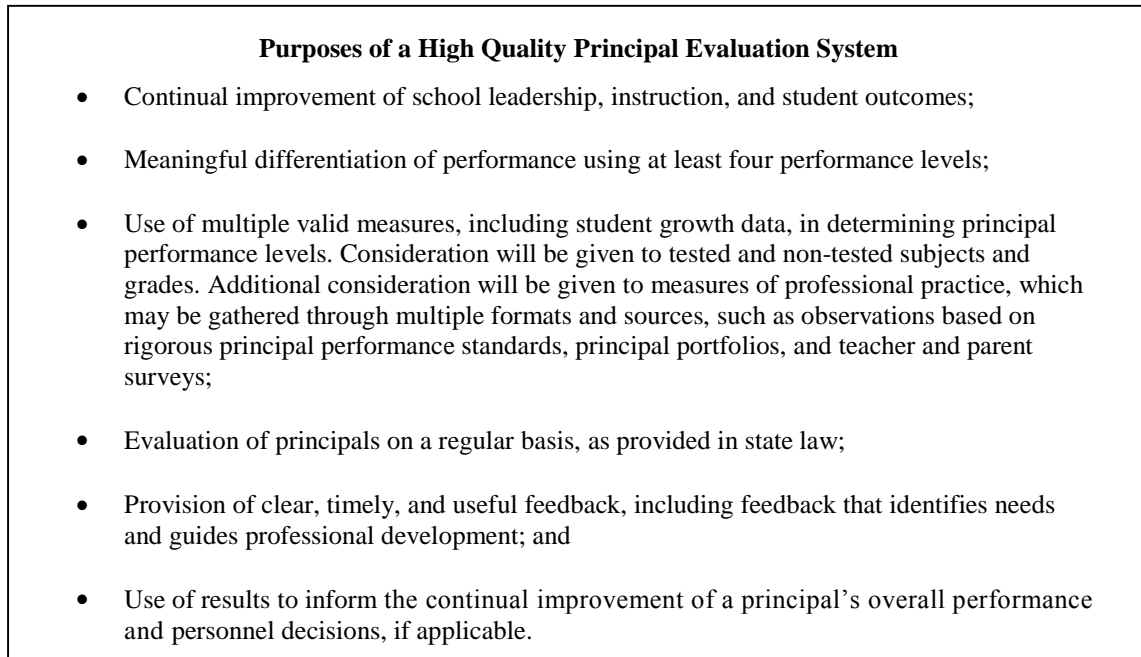
- ☐ the defining features of a meaningful principal performance evaluation system;
- ☐ the foundational principal professional standards that provide the core criteria for a principal performance evaluation system;
- ☐ the means of adopting or developing valid local principal evaluation models that are aligned to the state's principal professional standards;
- ☐ the differentiated levels that define principal professional performance;
- ☐ general administrative practices to efficiently conduct a district-level evaluation system; and
- ☐ longer-term evaluation and research efforts to measure the performance of a district's and/or the state's evaluation system.

The *Guidelines* present a road map to guide local school districts in the design and implementation of their own evaluation systems. These systems, bound together through commonly recognized professional administrative standards, differentiated performance levels, and general administration protocols, provide for a flexible yet integrated statewide evaluation system.

Appendix F to these guidelines lists some of the salient documents that were used by the Principal and Teacher Evaluation Systems Support (PTESS) committee in the development of the guideline's provisions. The PTESS committee sought to incorporate meaningful, evidence-based practices into the design and flexibility of these guidelines and the state's overall approach to principal performance evaluation. As the state matures in the implementation of its emerging statewide principal evaluation system, characterized by local evaluation models, the NDDPI will reference appropriately reviewed research and the experience of local school districts to guide future program improvements.

I. Defining a Meaningful Principal Performance Evaluation System

The *Guidelines* provide local school districts with sufficient guidance to develop, adopt, and implement principal evaluation systems that achieve the following (Figure 1):

Purposes of a High Quality Principal Evaluation System

- Continual improvement of school leadership, instruction, and student outcomes;

- Meaningful differentiation of performance using at least four performance levels;

- Use of multiple valid measures, including student growth data, in determining principal performance levels. Consideration will be given to tested and non-tested subjects and grades. Additional consideration will be given to measures of professional practice, which may be gathered through multiple formats and sources, such as observations based on rigorous principal performance standards, principal portfolios, and teacher and parent surveys;

- Evaluation of principals on a regular basis, as provided in state law;

- Provision of clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and

- Use of results to inform the continual improvement of a principal's overall performance and personnel decisions, if applicable.

Figure 1: Purposes of a High Quality Principal Evaluation System

A meaningful state evaluation system presents those standards upon which all principals should be evaluated, regardless of their schools' grade or service configuration. These standards identify the fundamental professional leadership competencies that are required of all principals. These standards allow for and accommodate the unique duties and responsibilities of each individual principal. Section II of the *Guidelines* presents an overview of the state's principal evaluation standards.

A meaningful state evaluation system defines a means for local school districts to adopt existing or develop locally-designed principal evaluation models, which are uniformly aligned to the state's principal professional standards. The *Guidelines* assist local school districts in specifying their self-selected models and how these models meet standard program requirements.

The *Guidelines* specify at least four differentiated performance levels to record the performance of each principal. Districts may adopt various methods of measuring and discerning principal performance. In doing so, districts are encouraged to use multiple measures that will constitute evidence of principals' effectiveness in fostering a supportive educational culture that positively impacts student growth. The method for summarizing principal performance should allow for aggregated recording within the school district for internal quality assurance.

The *Guidelines* invite local school districts to exercise broad administrative discretion in the conduct of their evaluation system and present a means for local school districts to define and manage an efficient principal evaluation system. Section III of the *Guidelines* presents an overview of these various evaluation model design options and considerations.

A meaningful state evaluation system ensures that local school districts can provide high-quality, uniform,

North Dakota Principal Evaluation Guidelines

valid, and reliable evaluation measures that will result in appropriate principal professional growth plans. A primary aim of any principal evaluation system is to advance continual growth of leadership competencies that will result in high-quality instruction, a nurturing school environment, and improved student outcomes. Sections IV and V describe a research-based approach for maintaining a quality principal evaluation system.

It is the expressed intent of the State Superintendent that the *Guidelines* support local school districts statewide in their efforts to revise their current principal evaluation procedures to meet the specifications of the *Guidelines*. A timeline (see Appendix A) has been adopted that will provide local school districts with sufficient time during the 2014-2015 school year to study the *Guidelines*, to establish a transitional strategy and timeline for the revision of their local principal evaluation system, and to communicate with and train principals, superintendents, and other stakeholders regarding the purpose, goals, changes, and future direction of the district's evaluation system. The timeline specifies that districts should submit their principal evaluation models and implementation plan by November 1, 2014 and begin implementation of their principal evaluation models by February 1, 2015.

II. The Foundation of a Statewide Principal Evaluation System: Uniform Principal Professional Standards

In 2008, the National Policy Board for Educational Administration updated and released the national *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* which organize the functions that help define strong, effective school leadership under six general standards (see Figure 2). These standards articulate the common principles and foundations of effective school leadership that are necessary to improve student achievement.

**Interstate School Leaders Licensure Consortium (ISLLC)
Standards for School Leaders**

An education leader promotes the success of every student by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. ensuring the management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

4. collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. acting with integrity, fairness, and in an ethical manner.

6. understanding, responding to, and influencing the political, social,

---

Figure 2: Interstate School Leaders Consortium (ISLLC) Standards for School Leaders

They represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. As such, they provide a framework for the valid evaluation of any principal's core competencies and a reliable means of recording and reporting overall principal performance. For more information about the ISLLC standards, see http://www.ccsso.org/Documents/2008/Educaitonal_Leadership_Policy_Standards_2008.pdf .

At the recommendation of the PTESS, the State Superintendent has adopted the *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* as the operative standards upon which the

North Dakota Principal Evaluation Guidelines

statewide principal performance evaluation system is to be based. The adoption of these ISLLC standards is effective with the approval of the *Guidelines*.

It is the expressed standing of the State Superintendent, in concert with the PTESS committee, that the:

- ISLLC standards present foundational professional principles upon which educational leadership are grounded. Each of the six standards supports the advancement of educational leadership competencies that result in meaningful student growth and academic achievement.

- The state's principal evaluation system is designed to build the capacity of principals to lead and support teachers and to provide for student growth and academic achievement. The state's principal evaluation system is valid by the nature of its direct linkage to the ISLLC standards. This linkage ensures that *all* principals, including principals working within different grade organizations, will be evaluated on uniform, professionally sound leadership principles. The quality, uniformity, validity, and reliability of the state's principal evaluation system rest upon the foundational leadership-centered principles of the ISLLC standards. The state asserts that this leadership-centered focus provides assurances that principal evaluations conducted within the provisions of the *Guidelines* will incorporate support for teachers, community engagement, and student growth and achievement as measures for all principals.

- The state's principal evaluation system is reliable by the nature of its uniform application to *all* principals, based upon consistently applied procedures and measures, regardless of school organization, general or specialized instructional focus, geographical location, predominant student demographic setting, or other unique community or educational standing. Any reliable principal evaluation system must provide for the comparable evaluation of all principals, regardless of standing, based on a common, rigorous, academically-centered set of professional leadership standards. As an additional measure of increased reliability, the state includes various multiple measures in the consideration of a principal's effectiveness, including consideration of the state's standardized assessments and other objective measures, where appropriate by grade or service organization.

The *Guidelines* allow districts to purchase, adopt, or develop principal evaluation models provided that these models have been properly aligned to the ISLLC standards and approved through the state's application process. Local school districts may append additional standards to the ISLLC standards for the purposes of designing their local systems.

III. The Form of a District Principal Evaluation Model
Local school districts are responsible for adopting existing or developing locally-designed principal evaluation models which align to the state's *Guidelines*. By November 26, 2014, all local school districts should establish and submit to the NDDPI their plan for the implementation of the district's principal evaluation system to begin no later than February 1, 2015. This plan will include the means of selecting an existing model or developing a local model, the training of administrative and supervisory staff and principals, the district's communications plan, and the local school district's efforts to record and compile appropriate performance level determinations for internal quality assurance. A local school district should adopt or develop a principal evaluation model that addresses the following elements:

A. *Standards alignment.* A local school district must provide for a valid principal performance evaluation system that is aligned to the ISLLC standards and the state's *Guidelines*, as presented in Section II above. Local school districts may append additional standards to the ISLLC standards for the purposes of designing their local systems.

B. *Performance level differentiation.* An adopted or developed principal evaluation model should specify at least four differentiated performance levels. School districts may adopt either the

4

state's standard four performance levels or another performance level design that demonstrates comparable differentiation.

The state's standard four differentiated performance levels are:

Level 1, Non-Proficient: Individual principal performance that does not meet the level of performance specified within a standard or general category, is marked by underperformance or a lack of core competency, has minimally contributed to student growth or closing achievement gaps, and/or requires intensive support to ensure professional growth;
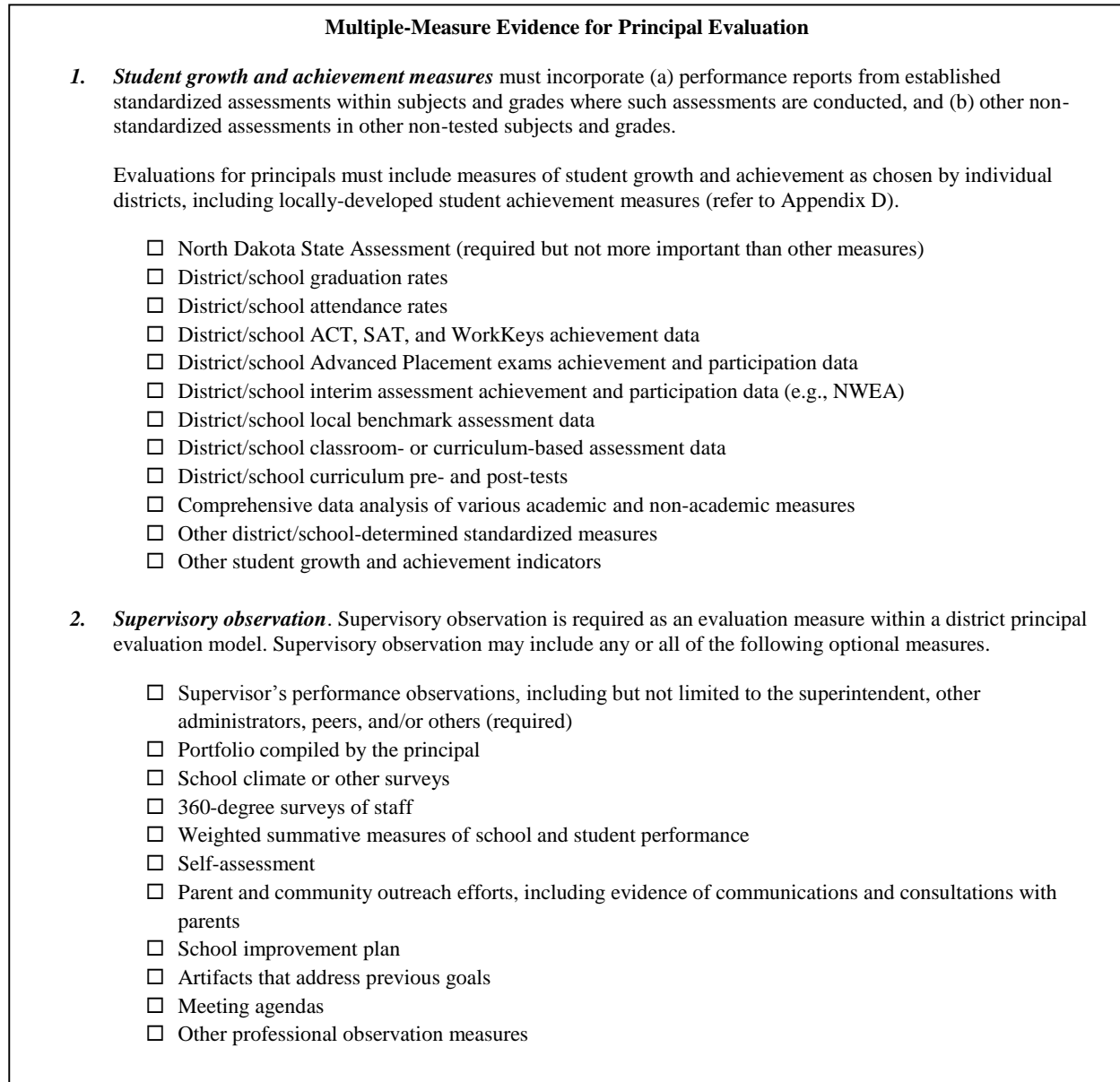
Level 2, Developing Proficiency: Individual principal performance that evidences an emerging level of performance specified within a standard or general category, is marked by irregular yet promising demonstration of core competency, and/or has demonstrated limited contributions to student growth or closing achievement gaps;

Level 3, Proficient: Individual principal performance that demonstrates consistent competence or proficiency within a standard or general category and/or has contributed to meaningful student growth or closing achievement gaps;

Level 4, Exemplary: Individual principal performance that exemplifies commendable or superlative effort is marked by creativity and unique contributions to the profession and/or has contributed to significant student growth or closing achievement gaps.

If a local school district adopts a non-standard differentiated performance level design, the local school district must define the relative performance or behavior evidenced at each differentiated level.

C. *Incorporation of multiple evaluation measures.* An adopted or developed principal evaluation model must incorporate multiple valid measures, which are clearly related to increasing the standards-based leadership competencies of principals, including a meaningful level of student growth, student academic achievement, and school performance. These multiple measures include some or all of the following (Figure 3):

Multiple-Measure Evidence for Principal Evaluation

1. ***Student growth and achievement measures*** must incorporate (a) performance reports from established standardized assessments within subjects and grades where such assessments are conducted, and (b) other non-standardized assessments in other non-tested subjects and grades.

   Evaluations for principals must include measures of student growth and achievement as chosen by individual districts, including locally-developed student achievement measures (refer to Appendix D).

   - ☐ North Dakota State Assessment (required but not more important than other measures)
   - ☐ District/school graduation rates
   - ☐ District/school attendance rates
   - ☐ District/school ACT, SAT, and WorkKeys achievement data
   - ☐ District/school Advanced Placement exams achievement and participation data
   - ☐ District/school interim assessment achievement and participation data (e.g., NWEA)
   - ☐ District/school local benchmark assessment data
   - ☐ District/school classroom- or curriculum-based assessment data
   - ☐ District/school curriculum pre- and post-tests
   - ☐ Comprehensive data analysis of various academic and non-academic measures
   - ☐ Other district/school-determined standardized measures
   - ☐ Other student growth and achievement indicators

2. ***Supervisory observation.*** Supervisory observation is required as an evaluation measure within a district principal evaluation model. Supervisory observation may include any or all of the following optional measures.

   - ☐ Supervisor's performance observations, including but not limited to the superintendent, other administrators, peers, and/or others (required)
   - ☐ Portfolio compiled by the principal
   - ☐ School climate or other surveys
   - ☐ 360-degree surveys of staff
   - ☐ Weighted summative measures of school and student performance
   - ☐ Self-assessment
   - ☐ Parent and community outreach efforts, including evidence of communications and consultations with parents
   - ☐ School improvement plan
   - ☐ Artifacts that address previous goals
   - ☐ Meeting agendas
   - ☐ Other professional observation measures

Figure 3: Multiple-Measure Evidence for Principal Evaluation

A district principal evaluation model should include minimally a combination of supervisory observations and student growth or achievement data, which will constitute evidence of principals' effectiveness in impacting actual student growth.

D. *Method for Recording Performance Level Determinations.* Principal evaluation measures should

North Dakota Principal Evaluation Guidelines

appropriately capture and classify a principal's performance in a meaningful and timely manner such that a principal can identify his or her strengths and areas where additional attention might be required. Districts should explain the manner in which performance levels are recorded and lead to a meaningful report summarizing the principal's performance. Districts may report performance by recording a performance level for each standard, averaging performance levels across standards, or using a weighted average that places greater emphasis on specific general categories or standards. Districts may also adopt various models of recording principal performance, as long as determinations of performance can be uniformly recorded and compiled for every school within a district. The NDDPI provides a principal evaluation template to assist districts in designing a voluntary method of recording and compiling performance level determinations.

E. *Model application and approval process.* The NDDPI provides an online application process and form that allows local school districts to submit their adopted or locally-designed principal evaluation model for approval. This online application process provides a simplified means of providing program assurances and narrative that outline a district's administrative procedures. Refer to Appendix B to view the online application form that specifies the application process.

F. *Local school district administrative processes and practices.* Local school districts may adopt any administrative practices to implement the development, adoption, management, and deployment of their evaluation system, consistent with state law. As part of the principal evaluation model approval process, districts will provide narrative that explains how the local district plans to proceed with the administration of its principal evaluation system.

- *Evaluation Management, Training, and Stakeholder Involvement.*
Local school districts should carefully manage the implementation of their principal evaluation models in accordance with their implementation plans, provide appropriate training, and engage various stakeholders in the development, implementation, and evaluation of the overall evaluation model.

  Districts should train principals on the evaluation process, informing them of the various steps in the process and their role and responsibilities in it. For example, principals being evaluated might participate in formative and summative activities as part of the overall evaluation process. Formative activities might include pre-planning, goal setting, evidence collection and monitoring, and formative conferencing during the year. At an appropriate time, there would be a final summative conference in accordance with state law.

When developing their principal evaluation systems, districts should keep in mind that principal performance evaluations are intended to provide for the continual improvement of a principal's overall performance and may be used to inform personnel decisions. Local school districts should ensure that school district personnel who are responsible for the supervision and evaluation of principals are sufficiently informed and trained to administer the district's evaluation system, consistent with the *Guidelines'* provisions.

ND DPI, through the Teacher & School Effectiveness (TSE) Unit will assist in providing training and technical assistance regarding the possible design, development, implementation, recording, compiling, and tracking of quality assurance procedures of local principal evaluation system models. NDDPI will provide a schedule of ongoing principal evaluation training, including professional development provided by other associations, i.e. ND LEAD Center, which will be communicated to local school district superintendents, principals, and other local school officials via website and announcements. All REA's will have a TSE scheduled PET (Principal Evaluation Training) training for superintendents and principals.

The tentative PET evaluation training timeline includes the following:
1. REA scheduled trainings completed by June 2014 by TSE Unit
2. Local district trainings completed by July 2015-July 2016 by TSE Unit

TSE PET trainings will focus on three areas:
1. Reporting, monitoring, and data collection
2. Design, development, and implementation
3. Support and resources

IV. Quality Assurance of a Valid and Reliable Evaluation System

It is the statutory responsibility of the State Superintendent and the NDDPI to supervise the provision of elementary and secondary education to all students within North Dakota. It is also the responsibility of the State of North Dakota, as specified within state and federal statutes, including the Elementary and Secondary Education Act, to ensure that all students are provided high-quality instruction based on challenging state content and achievement standards and that this instruction is provided by highly qualified educators. Additionally, it is the responsibility of the State to monitor, in a valid and reliable manner, student achievement outcomes and the status of the state's corps of highly qualified educators.

The State ensures that every principal is effective, in part, through the state's principal performance evaluation statutes and the continual professional development of all principals. North Dakota Century Code (15.1-15) specifies that every public school district shall conduct an appropriate form and frequency of written principal evaluations for each public school principal.

Every local school district stipulates within its principal evaluation application process that it will develop, adopt, and implement its principal evaluation system based on a high-quality, valid, and reliable evaluation model, consistent with the provisions of the *Guidelines*. The NDDPI will provide technical assistance to local school districts to assist them in understanding the contents of the *Guidelines* and preparing for the administration of the district's principal evaluation system.

The NDDPI will conduct periodic quality assurance monitoring of each local school district's principal evaluation and support system and will provide technical assistance to each local school district as appropriate to improve the quality of its overall system.

V. Evaluating Statewide Principal Evaluation Efforts

The NDDPI will work closely with local school districts, institutions of higher education, regional education associations, the North Dakota School Boards Association (NDSBA), the North Dakota Council of Educational Leaders (NDCEL), the North Dakota Leadership and Educational Administration Development Center (ND LEAD), the North Dakota United (NDU), North Dakota AdvancED, the North Central Comprehensive Center at McREL, the Regional Educational Laboratory for the Central Region (REL Central), Center on Great Teachers and Leaders, and other local, regional, state, and national specialists to conduct ongoing surveys of national, state, and local principal evaluation systems and practices. As additional evidence-based research and practices become available, the NDDPI will amend the *Guidelines* to incorporate the most current best-practices.

North Dakota Principal Evaluation Guidelines

Appendix A: Timeline for Implementation of Principal Evaluation

LEA MILESTONES	DATE
Local school districts begin to study the *Guidelines* and the process of planning to adopt and/or develop their own principal evaluation models.	April 2014
All local school districts submit to the NDDPI their principal evaluation models and their plan to implement the district's principal evaluation system.	Nov 26, 2014
All local school districts begin implementation of their local principal evaluation models.	Feb 1, 2015
All local school districts begin using their approved principal evaluation model.	Sep 2015
NDDPI MILESTONES	**DATE**
The State Superintendent approves and adopts state principal professional standards and the updated principal evaluation guidelines for statewide dissemination.	April 2014
The NDDPI develops quality checklists to ensure that the evaluation of principal evaluation models properly align to the state's *Guidelines*. These checklists will (a) support local school districts in the selection or development of local principal evaluation models and (b) guide the NDDDPI in evaluating and monitoring the quality of submitted local school district evaluation models.	April 2014
The NDDPI releases a Request for Information (RFFI) to solicit vendor applications for consideration as approved models.	April 2014
The NDDPI, in collaboration with statewide education stakeholder organizations, conducts a series of regional training sessions that are designed to introduce educators and the public to the *Guidelines*.	May – June 2014
The NDDPI provides an FAQ section on the NDDPI website to answer questions related to principal evaluation.	April 2014
The NDDPI develops research-based guidance to aid local school districts to incorporate student growth and achievement data as a factor in the evaluation of principals.	May – June 2015
The NDDPI deploys an online application to process the submission of local school district principal evaluation models. All submitted models will undergo a formal review based on established quality evaluation checklists against the *Guidelines*.	November - 2014
The NDDPI begins reviewing local principal evaluation models against the state's quality evaluation checklists and approves those models which demonstrate fidelity to the Guidelines based on the state's quality evaluation checklists. Local school districts whose evaluation models demonstrate deficiencies may take advantage of NDDPI's technical assistance before resubmitting their models for approval.	December 2014- December 2015
The NDDPI provides regional trainings on state principal evaluation templates.	June 2014 & ongoing
The NDDPI convenes a statewide peer review committee to review approved local principal evaluation models and compile best-practice designs and administrative practices. This compilation will be incorporated into future statewide guidance to highlight best practices.	Sep 2015 & ongoing
The NDDPI conducts periodic quality assurance monitoring of each local school district's principal evaluation and support system and provides technical assistance to each local school district as appropriate to improve the quality of its overall system.	Sep 2015 & ongoing

Appendix B:
District Application Process

District Application Process
Local school districts need only apply once to complete the required information, or as often as the local school district amends the contents of their evaluation system. Local school districts should submit an initial application no later than November 26, 2014. Local school districts may amend their principal evaluation system application, including any elements of their system, at any time.

Application Element	Directions for Completing
1. Local School District Name and Identifier	From the pull-down menu provided, select the local school district name and identification number that designates the applicant district.
2. Local School District Lead	Enter the name and supporting information of the primary lead person who will hold responsibility for the management of the local school district's principal evaluation model including: Name: Position: Phone Number: Email Address:
3. Selected Principal Evaluation Model	**a. Evaluation Model** If the district is adopting a research-based principal evaluation model, select the name and vendor information of the evaluation model from the pull-down menu provided. Then proceed to Item 5.
	b. District Developed Evaluation Model If the district is developing its own or submitting a vendor not listed in **a**. as a principal evaluation model, enter the requested information below. Then proceed to Item 4.
4. Executive Summary	Provide a brief description of the evaluation model's design, method of administration, and assurance that it can be administered in a valid and reliable manner. Limit narrative to 250 words or less. [In pre-approved evaluation models, this field will be pre-populated with model-specific language and will require no additional narrative.]
5. Foundational Principal Evaluation Standards The *North Dakota Principal Evaluation Guidelines* require that all district principal evaluation models minimally align to the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf). The state's *Guidelines* also allow local school districts to append voluntarily additional principal professional standards to the ISLLC standards 2014. Indicate below those principal professional standards that will form the basis for the evaluation of principals in the proposed evaluation model. If the proposed principal evaluation model includes additional standards, record those standards within this form.	**a. ISLLC Standards** ☐ Check the box to confirm the district's commitment to align the district principal evaluation model to the ISLLC standards.
	b. Additional, Optional Professional Standards Check the appropriate box. ☐ District principal evaluation model does not include additional optional standards. Proceed to Item 6. ☐ District principal evaluation model includes additional optional standards. List additional optional standards below.

District Application Process	
Application Element	**Directions for Completing**
6. Alignment of Principal Evaluation Model to ISLLC Standards The *North Dakota Principal Evaluation Guidelines* require that any principal evaluation model must align to the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. After each of the six ISLLC standards below, identify the element(s) within the proposed evaluation model that align(s) to the respective ISLLC standard. Use either the evaluation model's statements or organizational codes (e.g., I.A.3) to designate the model-to-ISLLC standard alignment.	Refer *to Appendix C: Alignment of Principal Evaluation Model to ISLLC Standards* for full details. When complete, proceed to Item 7.
7. Performance Levels and Descriptors The *North Dakota Principal Evaluation Guidelines* require that any district principal evaluation model must specify at least four differentiated performance levels to record the determinations of each principal. School districts may adopt either the standard four performance levels defined within the *Guidelines* or another four- or more-level format that comparably reports performance differentiation. **Level 4: Exemplary** Individual principal performance that exemplifies commendable or superlative effort is marked by creativity and unique contributions to the profession and/or has significantly contributed to student growth or closing achievement gaps. **Level 3: Proficient** Individual principal performance that demonstrates consistent competence or proficiency within a standard or general category and/or has contributed to measurable student growth or closing achievement gaps. **Level 2: Developing Proficiency** Individual principal performance that evidences an emerging level of performance specified within a standard or general category, is marked by irregular yet promising demonstration of core competency, and/or has demonstrated limited contributions to student growth or closing achievement gaps. **Level 1:Non-Proficient** Individual principal performance that does not meet the level of performance specified within a standard or general category, is marked by underperformance or a lack of core competency, has minimally contributed to student growth or closing achievement gaps, and/or requires intensive support to ensure professional growth.	Select one of the two options that represent the district's evaluation model for performance level differentiation. If the district evaluation model uses the state's differentiated levels of performance, complete Section A. If the district evaluation model does not use the state's differentiated levels of performance and, instead, uses another manner of differentiating performance, complete Section B. **a. Standard Performance Level Descriptors** ☐ Check the box to confirm that the district principal evaluation model will include the state's standard performance level descriptors, as defined within the *North Dakota Principal Evaluation Guidelines*. Proceed to Item 8. **b. Alternate Performance Level Descriptors** ☐ Check the box to confirm that the district principal evaluation model will include the following alternate performance level descriptors, consisting of at least four levels. Specify the number of performance levels and include the descriptor language appropriate for each performance level. Explain below how each of the alternate performance levels compares in scope with the state's standard performance levels. Begin with Level 1 as the lowest performance level. Include the descriptors and level below: [The online application will provide a form to enter performance levels and descriptors.]
8. Evaluation Determination Process The *North Dakota Principal Evaluation Guidelines* require that each school district's model describes how principal evaluation is determined, recorded,	Refer *to Appendix D: Evaluation Determination Process* for full details. When complete, proceed to Item 9.

District Application Process	
Application Element	**Directions for Completing**
and compiled against standards-based, multiple measures in a valid and reliable manner. The state *Guidelines* specify that principal evaluation determinations be based minimally on supervisory observation and a level of student growth and achievement, including a description of the manner in which tested and non-tested subjects and grades contribute to a principal's evaluation.	
9. Evaluation Management, Training, and Stakeholder Involvement The *North Dakota Principal Evaluation Guidelines* encourage local school districts to manage the implementation of their principal evaluation models, provide appropriate training, and engage various stakeholders in the development, implementation, and evaluation of the overall evaluation model. Provide narrative that describes how the local school district plans to address each of these responsibilities.	**Describe efforts for each category:** Management: Training: Stakeholder Involvement: **Attach implementation plan for this section.**
10. Statement of General Assurances With the submission of this district principal evaluation model application, the applicant district provides assurances that it will administer an evaluation process that: • Will be used for continual improvement of instruction; • Meaningfully differentiates performance using at least four performance levels; • Uses multiple valid measures in determining performance levels, including as a factor student growth for all students. Consideration should be given to tested and non-tested subjects and grades. Additional consideration should be given to measures of professional practice, which may be gathered through multiple formats and sources, such as observations based on rigorous principal performance standards, principal portfolios, and staff, parent, and student surveys; • Evaluates principals on a regular basis, as provided in state law; • Provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; • May be used to inform personnel decisions; and, • Will have a defined implementation process and provide evidence of that process.	By submitting this application, the district agrees to these assurances.

Appendix C:
Alignment of Principal Evaluation Model to ISLLC Standards

Alignment of Principal Evaluation Model to ISLLC Standards For Application Item 6	
ISLLC Standard	**Proposed Model Standard**
1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders. A. Collaboratively develop and implement a shared vision and mission. B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. C. Create and implement plans to achieve goals. D. Promote continuous and sustainable improvement. E. Monitor and evaluate progress and revise plans.	
2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. B. Create a comprehensive, rigorous, and coherent curricular program. C. Create a personalized and motivating learning environment for students. D. Supervise instruction. E. Develop assessment and accountability systems to monitor student progress. F. Develop the instructional and leadership capacity of staff. G. Maximize time spent on quality instruction. H. Promote the use of the most effective and appropriate technologies to support teaching and learning. I. Monitor and evaluate the impact of the instructional program.	
3. An education leader promotes the success of every student by ensuring the management of the organization, operation, and resources for a safe, efficient, and effective learning environment. A. Monitor and evaluate the management and operational systems. B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.	

13

Alignment of Principal Evaluation Model to ISLLC Standards	
For Application Item 6	
ISLLC Standard	**Proposed Model Standard**
C. Promote and protect the welfare and safety of students and staff. D. Develop the capacity for distributed leadership. E. Ensure teacher and organizational time is focused to support quality instruction and student learning.	
4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. A. Collect and analyze data and information pertinent to the educational environment. B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. C. Build and sustain positive relationships with families and caregivers. D. Build and sustain productive relationships with community partners.	
5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. A. Ensure a system of accountability for every student's academic and social success. B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. C. Safeguard the values of democracy, equity, and diversity. D. Consider and evaluate the potential moral and legal consequences of decision-making. E. Promote social justice and ensure that individual student needs inform all aspects of schooling.	
6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. A. Advocate for children, families, and caregivers. B. Act to influence local, district, state, and national decisions affecting student learning. C. Access, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.	

Appendix D:
Evaluation Determination Process – Application Item 8

The *North Dakota Principal Evaluation Guidelines* require that local school district models describe how principal evaluation is determined, recorded, and compiled against standards-based, multiple measures in a valid and reliable manner. The state *Guidelines* specify that principal evaluation be based minimally on supervisory observation and a level of student growth and achievement, including a description of the manner in which student growth and achievement for tested and non-tested subjects and grades contribute to a principal's evaluation.

In the section that follows, you will be asked to complete each of the following items, which present the district principal evaluation model's process for evaluating principal performance:

- Measures that will be used in evaluating principal performance, including student growth and achievement indicators and supervisory observation;
- How student achievement and growth information will be meaningfully included in evaluating principal performance;
- How the ISLLC standards and other optional district-defined components will be compiled and recorded into a summary report of principal performance.

A.   What measures will be used in evaluating principal performance?

The state *Guidelines* require that an adopted or developed principal evaluation model incorporate multiple valid measures, which are clearly related to increasing the standards-based leadership competencies of principals, including student growth, academic achievement, and school performance. The *Guidelines* require the inclusion of student achievement and growth indicators, particularly the North Dakota State Assessment, and professional observation in any principal evaluation model.

Complete sections 1 and 2 below.

1.   *Student growth and achievement*. Student growth and achievement measures must incorporate (a) performance reports from established standardized assessments within subjects and grades where such assessments are conducted, and (b) appropriate other non-standardized assessments in other non-tested subjects and grades. Evaluations for principals of teachers of tested subjects and grades *must include* the North Dakota State Assessment, and should also include any other valid student standardized achievement measure selected by the district.

15

Appendix D

Evaluations for principals of teachers of untested subjects and grades must include evaluations of student growth and achievement as chosen by individual districts, including locally-developed student achievement measures.

Check below from among the following measures those that may be included in the district principal evaluation model based on the supervisory responsibilities of the principal.

- ☐ North Dakota State Assessment (required but not more important than other measures)
- ☐ District/school graduation rates
- ☐ District/school attendance rates
- ☐ District/school ACT, SAT, and WorkKeys achievement data
- ☐ District/school Advanced Placement exams achievement and participation data
- ☐ District/school interim assessment achievement and participation data (e.g., NWEA)
- ☐ District/school local benchmark assessment data
- ☐ District/school classroom- or curriculum-based assessment data
- ☐ District/school curriculum pre- and post-tests
- ☐ Comprehensive data analysis of various academic and non-academic measures
- ☐ Other district/school-determined standardized measures
- ☐ Other student growth and achievement indicators. List those measures in the space below.

Other Student Growth and Achievement Indicators

2. *Supervisory observation*. Supervisory observation is required as an evaluation measure within a district principal evaluation model. Supervisory observation may include any or all of the following optional measures.

Check below from among the following those measures that will be included in the district principal evaluation model.

- ☐ Supervisor's performance observations, including but not limited to the superintendent, other administrators, peers, and/or others (required);
- ☐ Portfolio compiled by the principal
- ☐ School climate or other surveys
- ☐ 360-degree surveys of staff
- ☐ Weighted summative measures of school and student performance
- ☐ Self-assessment
- ☐ Parent and community outreach efforts, including evidence of communications and consultations with parents
- ☐ School improvement plan
- ☐ Artifacts that address previous goals
- ☐ Meeting agendas
- ☐ Other professional observation measures. List those measures in the space below.

Other Professional Observation Measures

B.   How will student achievement and growth information be meaningfully incorporated in evaluating principal performance?

The *Guidelines* require that student growth and achievement data is included as a meaningful element in evaluating principal performance. The following four indicators present broad performance measures that capture a principal's commitment to data-driven student achievement gains.

Appendix D

(1) Student Achievement Data Literacy: Evidence of a principal's foundational knowledge and use of state-, district-, and school-level student growth and achievement data;

(2) Data-driven Leadership: Evidence that a principal leads meaningful school-wide professional learning that emphasizes all types and reporting levels of student achievement data;

(3) Instructional Improvement: Evidence that a principal guides teachers to apply student achievement data to frame and measure standards-based curricular claims/student learning objectives;

(4) Student Growth: Students in the school demonstrate measureable growth and achievement on specified standardized and non-standardized measures.

Explain how the district's process for evaluating principal performance will include the following indicators. A district may develop other indicators that present the district's commitment to student achievement gains.

Including Student Growth and Achievement Data in Determination Process
• Student Achievement Data Literacy: • Data-driven Leadership: • Instructional Improvement: • Student Growth:

C. **How will the ISLLC standards and other optional district-defined components be compiled and recorded into a principal performance summary report?**

A district principal evaluation model aims to discern an appropriate summary report of a principal's performance. This report is aligned to the ISLLC standards and any other optional district-defined components. The state's *Guidelines* require that any process for determining performance be both valid and reliable. Describe the manner in which the district principal evaluation model establishes a reliable means of compiling and recording a principal's summary performance report. See Appendix E for examples of different approaches to recording summary performance.

Examples of Recording Summary Performance

Districts have a number of options when recording and compiling principal performance level determinations, and are not required to take a particular approach. For example, districts may assign a performance level to each component with or without making a summative determination by assigning one score, rating, or designation to describe overall performance. Districts that choose to make a summative determination may decide to weight each component against which principal performance is measured (e.g., the six ISLLC standards). Some districts may choose to weight each component equally while other districts may choose to assign more weight to some components than to others. The examples that follow illustrate various scenarios for recording performance levels and creating a summary performance report.

Example 1: No Summative Performance Level Determination

District A records principal performance for five components but does not combine these designations in any way to obtain one overall performance level (i.e., one score, rating, or performance designation). The performance levels for the five components are not averaged or weighted. No summative performance level is determined.

Table E.1 Individual Determinations for Each Standard/Component without Summative Determination

Determination by Individual Component – No Summative Determination	
Standard/Component A	Proficient
Standard/Component B	Developing Proficient
Standard/Component C	Proficient
Standard/Component D	Proficient
Standard/Component E	Exemplary

Example 2: All Components Are Weighted Equally to Obtain a Summative Performance Level

District B records principal performance on five components. Each of the components has equal weight in determining a principals' summative performance level.

Table E.2 Equal Weighting of Standards/Components

Equal Weighting Against Model Standards/Components	
Standard/Component A	20 %
Standard/Component B	20 %
Standard/Component C	20 %
Standard/Component D	20 %
Standard/Component E	20 %

To calculate a principal's summative performance level, the district would multiply the principal's performance level for each component by the assigned weight for that component. For example, suppose a principal received the

performance levels shown in Table E.3 and each component is weighted at 20%. The performance level for each component is multiplied by 0.2 to calculate the weighted value. The total weighted value is 3.2. The principal's summative performance level would be 3.2, which falls in the proficient range on a four point scale where 4 represents exemplary performance, 3 proficient, 2 developing proficient, and 1 non-proficient.

Table E.3 Summative Performance Level with Equal Weights for Components

Standard/Component	Performance Level	Weight	Value
A	4	.2	.8
B	4	.2	.8
C	3	.2	.6
D	3	.2	.6
E	2	.2	.4
Total Value			**3.2**

Example 3: Unequal Weighting of Components to Obtain Summative Performance Level

District C records principal performance on five components. Some components are weighted more heavily than others in determining a principal's summative performance level (see Table E.4).

Table E.4 Unequal Weighting of Standards/Components

District Determination Weighting Against Model Standards/Components: Unequal Weighting with final summative performance determination	
Standard/Component A	20 %
Standard/Component B	30 %
Standard/Component C	30 %
Standard/Component D	10 %
Standard/Component E	10 %

To calculate a principal's summative performance level, the district would multiply the performance level for each component by the weight assigned to that component. In the example that follows (Table E.5), the total weighted value is 3.4, which falls in the proficient range on a four point scale where 4 represents exemplary performance, 3 proficient, 2 developing proficient, and 1 non-proficient.

Appendix E

Table E.5 Summative Performance Level with Unequal Weights for Components

Standard/Component	Performance Level	Weight	Value
A	4	.2	0.8
B	4	.3	1.2
C	3	.3	0.9
D	3	.1	0.3
E	2	.1	0.2
Total Value			**3.4**

Note: If districts use labels (e.g., exemplary, proficient) when they assign a performance level to each component, then they will need to make decisions about how to determine a summative performance level. One way to do this is to assign a point value to each performance level (e.g., proficient = 3 points). Then the procedure is the same as described in examples 2 and 3. Another approach is to take a holistic view. For example, if most of a principal's performance levels for the components are "proficient," then the summative performance is "proficient." Districts might also decide that some components are more important than others and principals must receive a "proficient" performance level in those components in order to receive an overall designation of "proficient" performance.

Appendix E

Appendix F:
Resources for Principal Evaluation Guidelines

Resources: PTESS Committee

1) Lachlan-Haché, L., Cushing, E., & Bivona, L., (2012, November). Implementing student learning objectives: Core Elements for Sustainability. Retrieved from http://educatortalent.org/inc/docs/Implementing_SLOs.pdf

2) Lachlan-Haché, L., Cushing, E., & Bivona, L., (2012, November). *Student learning objectives: Benefits, challenges, and solutions*. Retrieved from http://educatortalent.org/inc/docs/SLOs_Benefits_Challenges_Solutions.pdf

3) Lachlan-Haché, L., Cushing, E., & Bivona, L., (2012, November). *Student learning objectives: The basics*. Retrieved from *http://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf*

4) Presentation by *Matthew Clifford, Center for Great Teachers and Great Leaders, Approaches to Principal Evaluation System Implementation*, September 19, 2013

Resources: ESEA Reauthorization Subcommittee on Teacher and Principal Evaluation Systems

1) WestEd's Effective Principals resources page: http://www.wested.org/cs/we/print/docs/we/effective-principals.htm

2) Teacher Quality Center's Online *Practical Guide to Designing Principal Evaluation Systems* (the link is interactive but the site includes a link to download the PDF of the Guide): http://www.tqsource.org/PracticalGuidePrincipals/

3) Resources from the "*Supporting State Efforts to Implement Comprehensive Teacher and Leader Evaluation Systems*" Workshop: http://www.tqsource.org/workshops/January2012/resources.php

4) Guide to Evaluation Products : http://resource.tqsource.org/GEP/

5) The Wallace Foundation's Principal Evaluation page: http://www.wallacefoundation.org/knowledge-center/school-leadership/principal- evaluation/Pages/default.aspx

6) The Wallace Foundation's Effective Principal Leadership page: http://www.wallacefoundation.org/knowledge-center/school-leadership/effective- principal-leadership/Pages/default.aspx

7) Schools Moving Up/Integrated Leadership Development Initiative @ WestEd – Effective Principals resources page and links: (Some of the links overlap with Resource #1above.) http://www.schoolsmovingup.net/cs/smu/print/htdocs/smu/ideas/principals.htm

8) American Institutes for Research. (2012, March).*The ripple effect: A synthesis of research on principal influence to inform performance evaluation design*. Washington, DC: Author.

9) American Institutes for Research. (2011, July).Designing principal evaluation systems: Research to guide decision making. Washington, DC: Author.

10) Condon, C., & Clifford, M. (2012, January). *Measuring principal performance: How rigorous are commonly used principal performance assessment instruments?* Washington, DC: American Institutes for Research.

11) The VIVA Project Minnesota Teachers Idea Exchange. (2012, February). 360 degree Leadership: Evaluating Minnesota principals. Retrieved from http://vivateachers.org/wp-content/uploads/2012/02/VIVAMNReport_Final_accessible.pdf

12) White, M.E., Makkonen, R., Vince, S., & Bailey, J. (2012). *How California's local education agencies evaluate teachers and principals.* (REL Technical Brief, REL 2012–023). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://ies.ed.gov/ncee/edlabs

Appendix F

Appendix G:
PTESS Committee and Technical Assistance Providers

Administrators		
Name	**Position**	**Contact**
Anderson, Judy/Grand Forks	MS Principal	judy.anderson@gfschools.org
Hunskor, Tonya/TGU	K-12 Principal	tonya.hunskor@sendit.nodak.edu
Nybladh, Larry/Grand Forks	Superintendent	larry.nybladh@gfschools.org
Quintus, Steve/Mandan	Assistant HS Principal	steve.quintus@msd1.org
Sullivan, Doug/Dickinson	Superintendent	douglas.sullivan@dickinson.k12.nd.us
Zent, Carol/West Fargo	Elementary Principal	zent@west-fargo.k12.nd.us
Teachers		
Bakke, JoNell/Grand Forks	MS Teacher (Retired)	jonellabakke51@gmail.com
Belgarde, Kim/Fargo	Elementary Teacher	belgark@fargo.k12.nd.us
Paulsrud, Don/Ashley	HS Teacher	don.paulsrud@sendit.nodak.edu
Seefeld, Sherry/Fargo	HS Teacher	warners@fargo.k12.nd.us
Srock, Marlene/Minot	Elementary Teacher	m.srock@sendit.nodak.edu
Thompson, Joan/Northwood	HS Teacher	joan.thompson.1@sendit.nodak.edu
At-Large		
Rust, David	Legislator	drust@nd.gov
Wardner, Rich	Legislator	rwardner@nd.gov
Stenehjem, Jim	ND LEAD Center	jim.stenehjem@ndlead.org
Nordquist, Neil	Higher Education	neil.nordquist@minotstateu.edu
Houdek, Sherryl	Higher Education	sherryl.houdek@email.und.edu
NDDPI		
Kirsten Baesler	State Superintendent	kbaesler@nd.gov
Robert V. Marthaller	Assistant Superintendent	rvmarthaller@nd.gov
Greg Gallagher	Assessment, Director	ggallagher@nd.gov
Dr. Sherryl Houdek Matthew Strinden	Director Teacher & School Effectiveness (Sept. 2014) Director Teacher & School Effectiveness 2012-2014	shoudek@nd.gov mstrinden@nd.gov
Patricia A. Laubach	Assessment, Program Administrator	plaubach@nd.gov
Annette Miller	Teacher & School Effectiveness, Administrative Staff Officer	amiller@nd.gov
External technical assistance		
Monica Mean/Center on Great Teachers and Leaders (GTL)	Technical Assistance Support	mmean@air.org
Matthew Clifford/GTL	Senior Research Scientist	mclifford@air.org
Heather Hoak/NCCC at McREL	ND State Liaison	hhoak@mcrel.org
Ceri Dean/NCCC at McREL	Senior Fellow	cdean@mcrel.org
Bob Palaich/REL Central	President, APA Consulting	RMP@apaconsulting.net
Trudy Cherasaro/REL Central	Senior Researcher	trudy.cherasaro@marzanoresearch.com